



## Webber Elementary

140 Webber School

Eastover, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	334 Students	
<b>Principal</b>	Dorothy G. Ham	803-353-8771
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Excellent*</b>
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	Good
2005	Below Average	Good

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

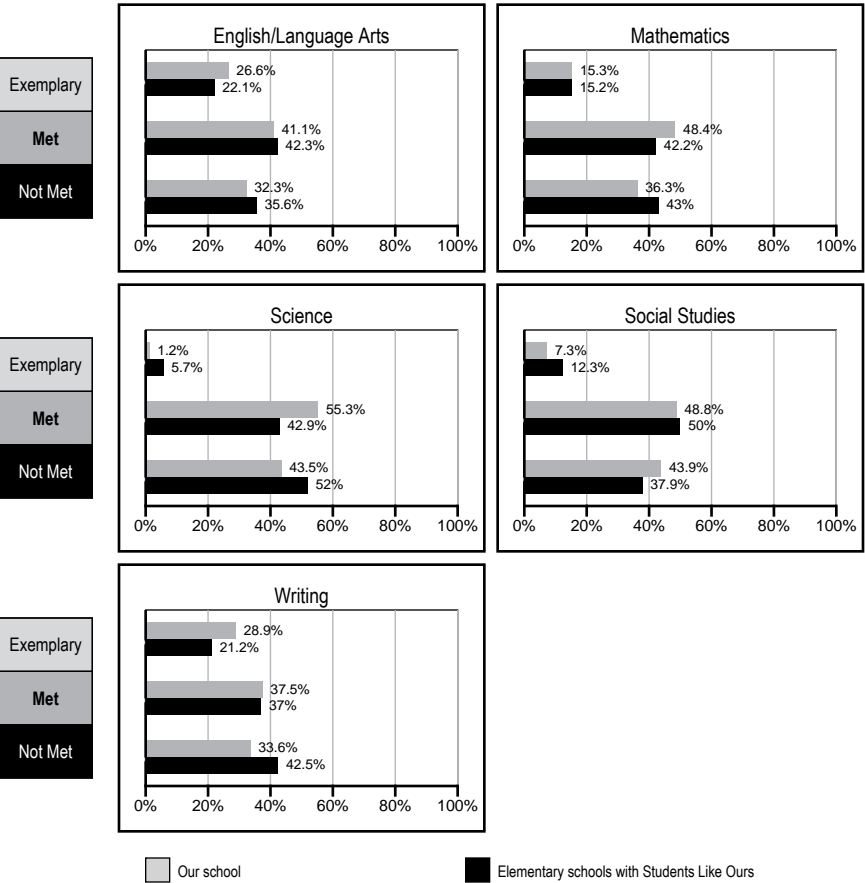
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=334)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.6%	2.5%	1.9%
Attendance rate	97.1%	Up from 96.9%	96.0%	96.3%
Eligible for gifted and talented	4.7%	Down from 5.2%	3.3%	10.0%
With disabilities other than speech	9.6%	Up from 9.0%	7.5%	7.7%
Older than usual for grade	0.4%	Down from 0.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	51.9%	Up from 51.7%	57.1%	59.4%
Continuing contract teachers	48.1%	Down from 55.2%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 82.5%	82.0%	85.9%
Teacher attendance rate	96.2%	Up from 95.3%	95.2%	95.1%
Average teacher salary*	\$46,350	Up 3.7%	\$45,725	\$47,149
Professional development days/teacher	5.3 days	Down from 7.5 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 91.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 90.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,366	Up 26.1%	\$8,624	\$7,458
Percent of expenditures for instruction**	76.4%	Down from 77.6%	68.2%	68.8%
Percent of expenditures for teacher salaries**	63.7%	Down from 71.6%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Webber Elementary faculty, staff, and students can proudly claim this as our hardest-working year ever. Our students were more focused on their class work, we enjoyed tremendous parental involvement throughout the year, and the community continued to embrace us as their Red Carpet School.

Congratulations are in order for our school having been named one of the state's "Healthier US Gold Schools" for improving nutrition and fitness for our students this year. Students participated in the Science Fair, won awards in the art exhibit, and again placed in the Richland One Visual Media Technology contest.

Our last year's student achievement data (PACT) clearly pointed out the need for a higher level of instructional focus in math and reading. Under the guidance of a State Department of Education School Liaison, we developed and initiated Webber Elementary's "Focused School Renewal Plan." We identified the school leadership team to collect and evaluate student assessment data and chart academic progress throughout the year. Classroom observations and student work samples were used to ensure that implementation of all strategies remained strong. Our SuccessMaker student achievement goals were monitored weekly to ensure that the district and school goals were met. As a result, teachers and students began to take a more deliberate responsibility for their work and pride in their achievements. In March, we submitted our completed plan to the Department of Education and received acknowledgment that the goals we identified were met.

Additionally, as the recipient of one of four 21st Century Community Learning Center grants in the district, our students were afforded the opportunity to have additional instructional assistance in the afterschool program. We also involved our parents along with their children in other enrichment and cultural activities throughout the year.

Our parents, PTA, SIC, and our business partners continue to be a source of unwavering support for school improvement at this community school. International Paper provides financial support to our classrooms as well as the monthly mentoring of students in our award winning Lunch Buddy Program. Our newly-acquired partnerships, SCE&G and the Eye-on-The Child Project, are also supportive of our faculty, staff, and students throughout the year. We are so very grateful to these organizations.

Finally, to our Webber Elementary community, I challenge each of you to take an active role in securing the future of our school and the Eastover community. As parents, your support is our life line. We invite you to stay visible, visit often, and help us as we continue our commitment to provide for our children the quality education each one of them deserves.

Mrs. Dorothy G. Ham, Principal  
Yvonne Hall, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	29	41	35
Percent satisfied with learning environment	96.6%	97.5%	82.9%
Percent satisfied with social and physical environment	89.7%	97.6%	85.3%
Percent satisfied with school-home relations	86.2%	97.5%	80.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	142	100	32.3	41.1	26.6	83.1	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	78	100	30	41.4	28.6	84.3	74.4	79.3	N/A	N/A
Female	64	100	35.2	40.7	24.1	81.5	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	131	100	31.6	42.1	26.3	83.3	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	65.5	27.6	6.9	51.7	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	127	100	34.2	41.4	24.3	82.9	74.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	142	100	36.3	48.4	15.3	72.6	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	78	100	32.9	48.6	18.6	75.7	67.8	77	N/A	N/A
Female	64	100	40.7	48.1	11.1	68.5	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	131	100	36	48.2	15.8	72.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	69	24.1	6.9	37.9	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	127	100	37.8	47.7	14.4	70.3	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	96	100	43.5	55.3	1.2	56.5	58.1	67.5
Gender								
Male	55	100	35.3	62.7	2	64.7	57	67
Female	41	100	N/AV	N/AV	N/AV	44.1	59.1	68
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	90	100	42.5	56.3	1.3	57.5	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	N/AV	N/AV	N/AV	27.3	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	88	100	N/AV	N/AV	N/AV	55.1	49.1	55.1

Social Studies								
All Students	92	100	43.9	48.8	7.3	56.1	65.2	72.3
Gender								
Male	48	100	45.5	50	4.5	54.5	63.1	71.5
Female	44	100	42.1	47.4	10.5	57.9	67.2	73.2
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	85	100	42.1	50	7.9	57.9	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	33.3	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsided meals	83	100	43.2	50	6.8	56.8	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	143	100	33.6	37.5	28.9	66.4	63.9	70.2	97.1	95.9
Gender										
Male	81	100	39.2	40.5	20.3	60.8	55.8	63.2	96.9	95.7
Female	62	100	25.9	33.3	40.7	74.1	71.9	77.5	97.4	96.2
Racial/Ethnic Group										
White	13	100	46.2	30.8	23.1	53.8	86.2	79.1	95.6	96
African American	130	100	32.2	38.3	29.6	67.8	58	57.6	97.3	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	94.8	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	97.1	94
Disability Status										
Disabled	35	100	74.1	22.2	3.7	25.9	22.3	26.1	96.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	95.5	96.2
Socio-Economic Status										
Subsidized meals	128	100	34.8	37.4	27.8	65.2	56.7	58.9	97	95.7

Abbreviations for Missing Data



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	49	100	37.5	27.5	35	62.5
	4	46	100	41.9	39.5	18.6	58.1
	5	47	100	17.1	56.1	26.8	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	49	100	57.5	40	2.5	42.5
	4	46	100	18.6	65.1	16.3	81.4
	5	47	100	34.1	39	26.8	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	26	100	N/AV	N/AV	N/AV	36.4
	4	46	100	N/AV	N/AV	N/AV	62.8
	5	24	100	35	60	5	65
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	23	100	72.2	22.2	5.6	27.8
	4	46	100	30.2	67.4	2.3	69.8
	5	23	100	47.6	33.3	19	52.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	50	100	35.7	26.2	38.1	64.3
	4	46	100	34.1	40.9	25	65.9
	5	47	100	31	45.2	23.8	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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